

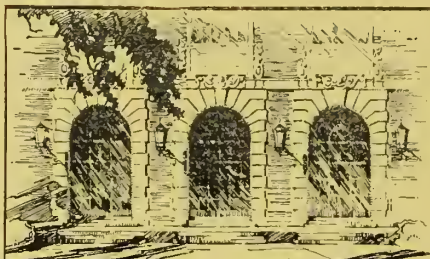
1903
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Rural School Libraries
of Boone County, Ill.

Library Science
B. L. S.

1903



LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

1903
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RURAL SCHOOL LIBRARIES

of

BOONE COUNTY

ILLINOIS

by

STELLA BENNETT

THESIS

PRESENTED FOR

DEGREE OF BACHELOR OF LIBRARY SCIENCE

in the

ILLINOIS STATE LIBRARY SCHOOL

UNIVERSITY OF ILLINOIS

JUNE 1, 1903.

027,831

B472r

for Boone

1903

B439

UNIVERSITY OF ILLINOIS

29 May

1903

THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Stella Bennett

ENTITLED Rural school Libraries of Boone
County, Illinois

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF Bachelor of Library Science

Letharine A. Sharp

HEAD OF DEPARTMENT OF Library Science

56590

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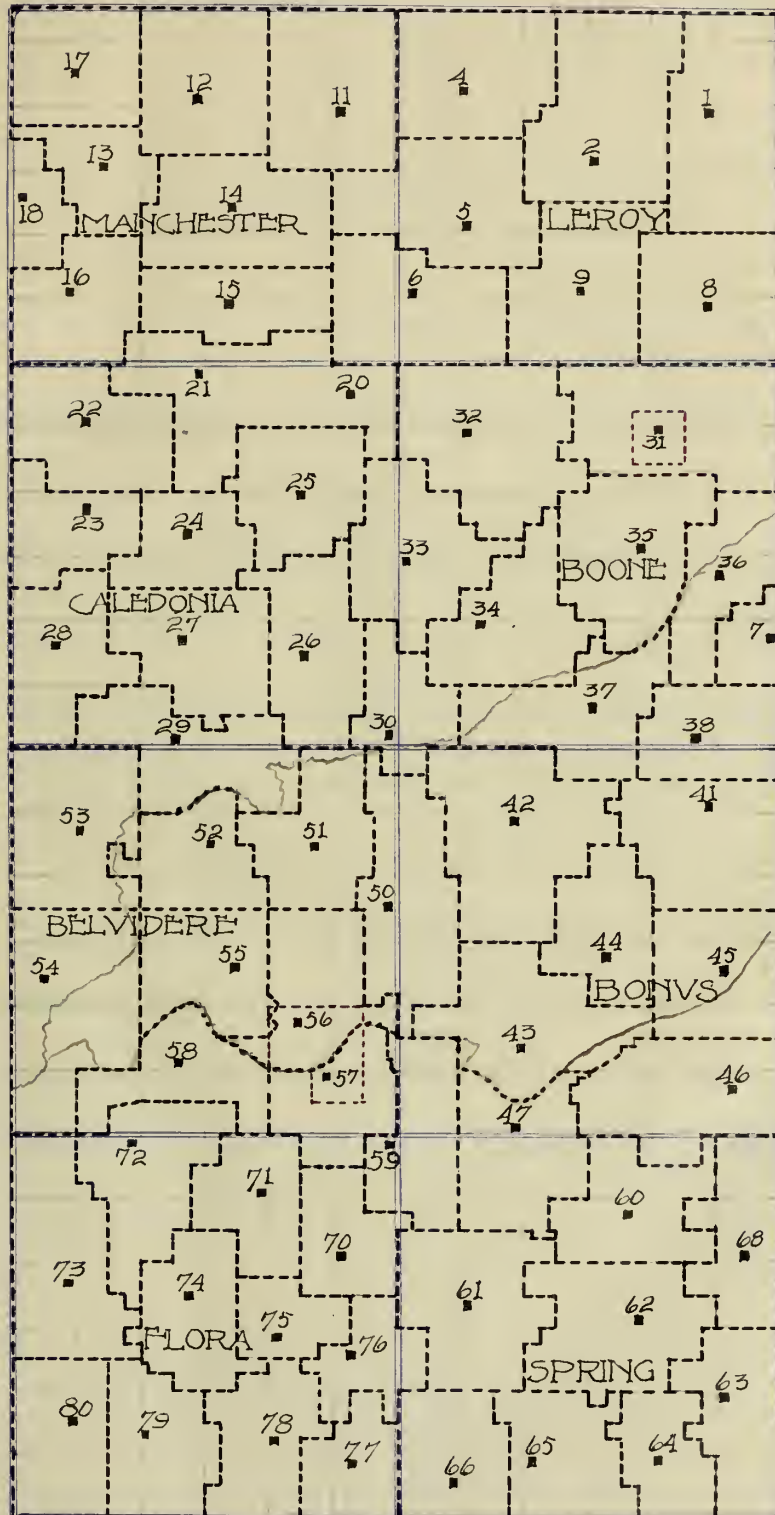
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SCHOOL MAP OF BOONE COUNTY, STATE OF ILLINOIS.



SCALE, $\frac{1}{3}$ INCH = ONE MILE.

INTRODUCTION

It is generally known in Boone County, that through the efforts of teachers and pupils in the rural schools, school libraries have been established in many of the districts. Owing to the lack of proper recognition of this branch of school work in the county, no data has ever been collected or kept by the Superintendent of Schools to indicate what advancement was being made. For this reason, the study of the rural school libraries was undertaken. The work has been done entirely by correspondence with the County Superintendent and teachers and errors have doubtless crept in. The present results are incomplete, as reports have not been received from eleven of the country schools, and many reports were only partially filled out by the teachers.

Considerable confusion in securing correct reports has been due to three causes.

FIRST.- No complete, correct mailing list of Boone County teachers, with the number of the district where located, was available in any County office, and a number of sources were consulted for this first information. The election of a new County Superintendent of schools, and the consequent confusion will explain part of this difficulty.

SECOND.- A renumbering of the school districts through out the County.

Until July 1, 1902, each of the 8 townships in Boone County had a separate series of numbers for the school districts. In accordance with a law enacted by the Illinois State Legislature, 1900-1901, the County Superintendent renumbered all school districts in the County, throwing the 8 separate series, as previously used, into one consecutive series of numbers from 1 to 80. This resulted in new numbers for every school district in every township, except in Le Roy, nos. 1, 4, and 8 ; thus making but one district in the County, No. 1, where there had previously been 8 by that number; but one, No. 2, instead of 8 numbered 2. This distinction between the new and old system was unnoticed by many teachers, who neglected, also, to write in their reports the name of the township. Thus a report from District 3, of Boone County, might be any one of 8 schools. This leads up to the third difficulty.

THIRD.- Indefinite and incomplete reports sent by teachers, who

seemed indifferent to requests for small items of information. Paid reply postals, and return postage, many times failed to bring any response whatever.

What has been accomplished is due in a large measure to the interest and co-operation of the County Superintendent of Schools, Mr. J.G. Lucas. While results may be elementary, it is hoped that they may prove interesting and valuable, not only to teachers, but to all interested in library extension.

SIZE AND POPULATION OF BOONE COUNTY.

Boone County, with an area of 288 square miles, ranks ninety-second in the State of Illinois, as to size. It had a total population, according to the census of 1900, of 15,791, divided by townships, as follows:-

Le Roy -----	842.	
Manchester -----	844.	
Caledonia -----	1176.	
(including part of Poplar Grove)		
Boone -----	1469.	
(including part of Poplar Grove)		
Belvidere(including city)-----	8347.	
Flora -----	937.	
Spring -----	1022.	15,791
Urban population (1900)		
Belvidere, Ill. -----	6937.	
Capron -----	502.	
Poplar Grove-----	323.	7762
Leaving a rural population		8029.

This total rural population includes that of Garden Prairie village, for which no separate census is tabulated for 1900. Thus we find that more than one half of the population of Boone County live more or less widely separated , the only common interest being generally, the country school of the district in which they live.

Of the 71 school districts in the County, 5 are supported by the urban, and 66 by the rural people.

To the teachers of these country schools, circular letters and questions were mailed in January 1903, for information and statistics of school libraries. The results are shown in the following pages.

NUMBER AND DISTRIBUTION OF RURAL SCHOOL LIBRARIES.

Of 66 rural schools in Boone County, reports were received from 55. In 41 of these, libraries are already established,-the first one having been purchased by Dist. 12, Manchester, in 1893. Since that time, the number has increased annually, as follows:-

1894-----1.	1898 -----7.
1895 -----	1899 -----2.
1896 -----1.	1901 -----4.
1897 -----6.	1902 -----3.

On account of the frequent changing of teachers and of the absence of library records in the schools, the date of the starting of many libraries was unknown to the present teachers. The libraries show a great variety in size, from 107 volumes in Dist. 79, Flora, to 6 volumes in Dist. 6, Caledonia. This variation is given in detail

in the following table, which indicates, also, the number of the district where located, the number of children of school age in the district, and the enrollment and school attendance, when reported.

No. vols.	District	No. children school age	No. pupils enrolled	No. vols.	District	No. children school age	No. pupils enrolled
107	79	38	26	32	62	43	29
92	73	29	29	31	63		12
77	35	24	24	28	26	13	11
66	59	17	14	28	38	40	32
63	43	22	17	26	11	13	11
60	78	14	14	25	24	60	40
52	1		27	23	74	15	13
50	17	30	24	23	22	14	14
46	52	20	14	20	2		21
42	5		28	18	29		
42	54			16	65	35	29
41	6		20	14	71	10	9
41	12	18	18	14	77	16	14
37	72	15	14	12	55	21	20
37	18	19	19	8	61	19	17
35	50			8	41	25	16
34	27	13	13	7	32	14	10
34	47	25	20	7	53	17	16
34	58		10	6	21	16	15
33	37		31	53	14	22	15
33	80	4	9				

Number of libraries, 41.

Total number of vols. 1455.

The townships, ranked according to the number of volumes in their rural schools, have the following order.

1. Flora	380 vols.
2. Belvidere	242 "
3. Manchester	207 "
4. Le Roy	155 "
5. Boone	145 "
6. Caledonia	134 "
7. Bonus	105 "
8. Spring	87 "

Total 1455.

Although this result is not final, owing to the omission of schools not heard from, it is indicative of what has been accomplished in each township.

LIBRARY FUNDS.

The Illinois school law, clause seven (7), section twenty seven (27), article five (5) provides that the school directors may appropriate, for the purchase of libraries and apparatus, any school funds remaining after all necessary expenses are paid. Only five schools in Boone County report any district appropriation for library purposes, and then only to aid in establishing a library, and not for its annual use and growth. The credit for what has already been done belongs almost entirely to the scattered but enthusiastic efforts of

teachers and pupils in raising money for books. This has been done in various ways. In district 17, Manchester, the pupils contributed money in small amounts to buy 25 of the 10 cent choice Literature Books. An enterprising teacher, aided by her pupils, in district 47, Bonus, secured the money to start a library by cleaning the school-house, for which the district paid 5 dollars. Other schools have used money received for premiums on school work at the County Fair, for purchasing new books. Teachers occasionally leave one or two new books for the school library at the close of the term or of the school year. The most usual method of raising money has been by giving school entertainments or holding sociables of various kinds.

That the teachers and children have a warm interest in the work is very clearly indicated by the reports received. While much more could be accomplished by regular financial aid from the school funds, this will not come, doubtless, until the state law makes mandatory, as is now done in Wisconsin and Iowa, a library fund to be used exclusively for school library purposes.

BUYING LISTS.

With the money in hand, the teacher should give the most careful thought to choosing the books to be purchased. While local needs and local conditions must be considered, a few general principles should always be observed in selecting and buying. These principles are briefly stated by Charles Welsh in "The Right Reading for Children" as follows:-

BOOKS FOR YOUNG PEOPLE.

Should be carefully selected by qualified persons.

Should be literature, not simply "reading matter".

Should not be mere compilations or extracts.

Should be interesting.

Should not be chosen to point morals but should nevertheless lead
in moral direction.

Should give education in literature, and foster a taste for good
reading; and thus

Should include, not only the classics written for children, but many
of the interesting masterpieces of literature for adults.

Should have illustrations which illustrate and elucidate the text,
and not simply adorn the volume.

Should be printed in type which can be easily read, in lines not long
enough to fatigue the eye.

Should not be so heavy as to tire the child.

Should be bound strongly and serviceably, and open easily.

For more specific guides, lists of books used by other schools have been printed, and there have been published from time to time, excellent suggested lists. In Winnebago County, traveling collections of selected books for country schools, has been a special feature of the educational work, and in "The Country School and the Country Child" by the County Superintendent, O.J. Kern of Rockford, a complete list of these books is given.

The State Superintendent of Wisconsin issued, in May, 1902, a list of 779 books for township libraries. These are arranged by grade, and under each grade by subject. For each book is given full

imprint; i.e. title, author, place of publication, publisher, date, illustrations, size, binding and price. Short annotations, with the table of contents is often given, and where helpful, as in geography and history, an analytical list of references is added. A few carefully selected miscellaneous books, amateur plays, encyclopaedias, song books, books for the teacher, pedagogical stories, good books for the farmer and a few choice periodicals are also included. Two indexes, the first arranged by author and title, the second by subject, afford quick and ready reference to the entire list. Copies of this may be obtained from the State Superintendent, Madison, Wis. for 25 cents.

The department of Public Instruction in Illinois, having issued no helps of this kind, recommend the list provided by the Illinois Pupil's Reading Circle, which, while not large, is very useful. Each year, about 20 new books, arranged by grade, are added to the list, which including those for 1902-1903. now numbers 140 volumes. These are in charge of F.A. Kendall, Naperville, Illinois who issues the list and also fills orders for the books.

The interest taken by the National Educational Association in the development of school libraries, resulted in the appointment of a special committee in 1898, to report on the relations of public libraries to public schools. The results of the investigations by the committee, as embodied in its report in 1899, abound in excellent suggestions and helps. A chapter on Reading lists by Sherman Williams, contains a list of books for grades 1 to 12, chosen with special reference to the average country school and the average grade

teacher. For each grade, books are divided into two classes:- those to be read in class; and those to be read by the teacher to the class, with a supplementary list of selections to be memorized. As author, title, publisher and price for each book are noted, teachers will find the lists useful in ordering new books. In this same report, Charles A. Mc Murray has prepared lists of classic readings for grades. Special chapters discuss how to secure libraries in rural schools, and also present conditions of school libraries in rural schools. The report is issued as a separate publication by the Association, and may be secured from the Secretary, Irwin Shepard, Winona, Minn, for 15 cents.

Many publishers also issue school library lists. Of these a few may be noted. "The right reading for children in the school, the home, and the library," is an 82 page compilation by Charles Welsh, consisting of interesting, live opinions of well known educators concerning these topics, supplemented by a graded list of "Right reading for children of all ages. This publication by D.C. Heath & Co. Boston may be had free upon request.

Ginn & Co., Chicago, have a list of books for supplementary reading and school libraries, arranged by subject, and graded. The list is prefaced by an article by Walter Taylor Field of "Children's Books; Their selection and their influence." Also free.

The Riverside School Library, published by Houghton, Mifflin & Co., Chicago, is a series of 50 books of permanent value, carefully chosen, thoroughly edited, clearly printed, and durably bound in dark red half leather with cloth sides, prepared with special regard for American schools. Of the 50 volumes, 52 are quoted at 60 cents, and

the remaining 8 at 70 cents each, with a 10% discount to schools. Full descriptive list may be had upon request. The same publishers have also issued a 32 page pamphlet of references to articles upon Children, Schools, and Libraries, in which is included 45 titles of lists of books for young people. Free.

From time to time, the Iowa Library Commission, Des Moines, Iowa, prints lists of new books which interest girls and boys. This may be secured free upon request.

CARE AND REPAIR OF BOOKS.

Special shelves or book cases for the library books are provided in 25 of the 41 schools having libraries, and also in two schools where there are at present no collections. These districts, with the number of volumes in each, and a brief description of the book cases, cupboards or other storage facilities are found in the following table.

DIST.	NO. VOLS.	STORAGE PROVIDED	COST
1	52	Small bookcase. Two shelves. Will hold 75 or 80 vols.	\$
11	26	Bookcase, 5x4x1 ft. Hard wood, oiled. Four shelves.	
12	41	Large bookcase with large shelves. Plenty of room for apparatus.	14.00
14	53	Bookcase built in wall.	5.00
15		Old cupboard, formerly used for a Sunday school library.	

DIST.	NO. VOLS.	STORAGE PROVIDED	COST
17	50	Bookcase of hard wood with 2 shelves, built into the wall.	.\$3.00
18	37	Small corner cupboard.	
22	23	Cupboard fastened to wall.	
24	25	Cupboard 4 ft. high, 3 ft. wide, 15 in. deep. Made of 3 in. flooring.	
26	28	Bookcase with 4 shelves, writing desk & place for miscellaneous papers.	15.00
27	34	Cupboard.	
35	77	Bookcase 5ft. high, 3ft. wide, with 5 shelves & full length glass doors.	7.00
43	63	Small cupboard with 3 shelves.	
45		Small bookcase of ceiling wood.	
47	34	Bookcase of pine, painted brown. Has 3 shelves and a door.	
52	46	Bookcase of maple, oiled. 5ft. high, 3ft. long, 15in. deep, 4 shelves, 2 glass doors.	9.50
58	34	Bookcase 4 1/2ft. high, 3 1/4 ft. long. with curtains.	2.00
59	66	Plain wooden bookcase made by a carpenter.	5.00
61	8	Large box painted brown, with curtains.	
62	32	Cupboard built in one end of entry. Wall serves as back & sides. 2 doors.	

DIST.	NO. VOLS.	STORAGE PROVIDED.	COST
65	16	4 ft. long, 3 ft. wide. Has 3 shelves.	\$
72	37	Oak, 5 shelves, large glass doors.	10.00
73	92	5 ft. x 2 1/2 ft. 3 shelves & desk. Holds 60 vols.	Premium. 6.00
74	23	5 ft. x 3 ft. Dark wood. Glass doors.	11.00
78	60	Oak, 5 ft. x 3 1/4 ft. 5 shelves, double glass doors.	11.00
79	107	Plain oak.	5.50.
80	33	Small pine box with 3 shelves.	2.00

Total. 1097

Districts having libraries, but with out special provision for them, as to shelf room etc. are,

DIST.	NO. VOLS.
2	20
5	42
6	41
32	7
37	33
38	28
41	8
50	35
55	12
63	31
71	14
77	14
	285

The need for additional effort to secure storage in these schools

is apparent. The records which should be made and kept with each library are referred to under the subject of Records. Each book in the school library should have the mark of district ownership neatly written or printed in it.

No. 24

School library

Dist. 17

Boone Co., Illinois.

would be a simple form by which any book belonging to that district could be readily identified. The book number is the same as that given in the record of books purchased.

Some systematic arrangement of books on the shelves should be adopted by each library, however few may be the number of volumes. A simple method, is to make an alphabetical arrangement by authors' names. Several books written by the same author having an alphabetical sub-arrangement of titles.

Or, books may be labelled on the backs with the book numbers, and arranged in numerical order. The labels may be small squares of heavy paper, with the number written in ink and pasted to the back of the book; or, gummed consecutive numbers can be bought for the purpose. These are sold in various sizes of type and vary in price from 50 to 60 cents per 1000 numbers, so that a sheet of 1 or 2 hundred numbers costs not more than 15 cents.

Labels, if used, should be placed near the top edge of the back of the book, rather than near the bottom, where there is continual

wear from holding and handling the volume.

The careful handling and use of their own books, as well as of those belonging to the school, should often be urged upon the pupils. The quick opening of a new book, and the consequent snapping which children like to hear, results not only in opening the book flat, but in permanent injury by breaking the sewing at the back. Publishers often send out with new books directions on "How to open a book". The instructions are, "Hold the book with its back on a smooth or covered table; let the front board down, then the other, holding the leaves in one hand while you open a few leaves at the back, then a few at the front, and so on, alternately opening back and front, gently pressing open the sections till you reach the centre of the volume. Do this two or three times and you will obtain the best results. Open the volume violently or carelessly in any one place and you will likely break the back and cause a start in the leaves. Never force the back of the book."

In some schools and libraries for children, bright colored book marks are kept in the children's books. On them is printed in conversational story form, an appeal which the book makes for careful use. The more common forms of carelessness are all touched upon, as in the *Maison* book-mark.

"Once on a time" a Library Book was overheard talking to a little boy who had just borrowed it. The words seemed worth recording and here they are:

"Please don't handle me with dirty hands.

I should feel ashamed to be seen when the next little boy borrowed me.

Or leave me out in the rain. Books can catch cold as well as children.

Or make marks on me with you pen or pencil. It spoils my looks.

Or lean on me with your elbows when you are reading me. It hurts.

Or open me and lay me face down on the table. You wouldn't like to be treated so.

Or put in between my leaves a pencil or any thing thicker than a single sheet of thin paper. It would strain my back.

Whenever you are through reading me, if you are afraid of loosing your place, don't turn down the corner of one of my leaves, but have a neat little Book Mark to put in where you stopped, and then close me and lay me down on my side so that I can have a good comfortable rest.

Remember that I want to visit a great many other children after you are through with me. Besides, I may meet you again some day, and you would be sorry to see me looking old, and torn and soiled. Help me to keep fresh and clean, and I will help you to be happy."

If the teacher would take time occasionally for a round of inspection of the school books, the children would doubtless be more alert to avoid doing thoughtless damages.

However, even with careful use, injuries will happen to books, whereby covers and leaves become loose or pages torn. Then, with a few simple materials at hand, and a little practice, either the teacher or the older pupils can do such plain mending as will preserve and strengthen the book. Strips of thin muslin put on with flour paste can be used for fastening on covers or holding loose leaves in place. But more convenient are the materials now manufactured for mending books and for similar purposes.

The Multum in Parvo Binder Co., 624 Arch St. Philadelphia, Pa. offers several kinds of binder. Two grades are sold which are especially valuable for fastening in loose leaves, binding papers and music, fastening letters or clippings in scrap books and binding loose covers to books. Binder No.1 is made of white paper, gummed, in a strip 10 yards long which costs 25 cents. Binder No.2 is of strong linen tape, gummed, and is sold in rolls, 5 yards long for 25 cents. For mending torn leaves, the same firm sells transparent adhesive tissue, a thin gummed paper, through which printing is easily read. Samples of these materials, and a circular, bound, to illustrate the method of binding, will be sent by the firm to any teacher upon request. Similar supplies, in some what different form are made by the Dennison Mfg. Co., 128 Franklin St., Chicago, Ill.

These are described and illustrated in their price list of office necessities, which includes also, many convenient and useful devices for library and school needs.

RECORDS.

Practically no attention is given by the teachers throughout the County to keeping permanent records, either of books forming the library, those added from time to time, or of the reading done by the children. Where the teaching force is constantly changing, as in the country schools, it is essential that each teacher leave a definite written record of the library for the information of succeeding teachers.

Books are easily scattered and lost; borrowers forget or neglect to return them, and unless a list of the books in each library is kept with the library, in time, no one will know how many volumes belong to the school and should be on the shelves. Since there is no centralization of the school library work in Boone County, this responsibility devolves upon the individual teacher of each school.

The records which should be kept need not be elaborate, but simple; and of these, two are suggested; one, a record of the books purchased or given for the school; the other, of the books read by each pupil.

For the first, a serviceable blank book 7x9 inches will be satisfactory. By using double pages, and ruling columns for the necessary entries, spaces will be arranged so that similar information about different books will be in the same column.

The following is a suggested simple form.

Date.	No.	Author.	Title.	Source.	Cost.
1903.					
Jan 17	1	Hale, E.E.	Man without a country.	Houghton, Mifflins & Co.	\$.60
"	2	Pratt, M.L.	Stories of colonial children.	F.A. Kendall.	.40
"	3	Seawell, M.E.	Paul Jones.	" "	.80

The books are entered by date as purchased, and numbered consecutively. The author is given, followed by the title as found on the back of the book. Under source is written the dealer or firm from whom the book was purchased; if, however, the book is a gift to the school, the giver's name appears in the source column, and a small g is placed in the cost column. From this record, information concerning the growth of the library, its present size and value can be determined in a very short time.

A second record, that of the reading done by each pupil, should also be made, but separate from the first. A blank book, similar to the first can be used, but is arranged differently. A page is set apart for each pupil, and when one borrows a book, it is charged to him on his page, giving date taken, number or title of the book and date when returned.

Name		JAMES BROWN		
Title	No.	Date drawn.	Date returned.	
Paul Jones.	3	Jan. 20.	Jan. 29.	

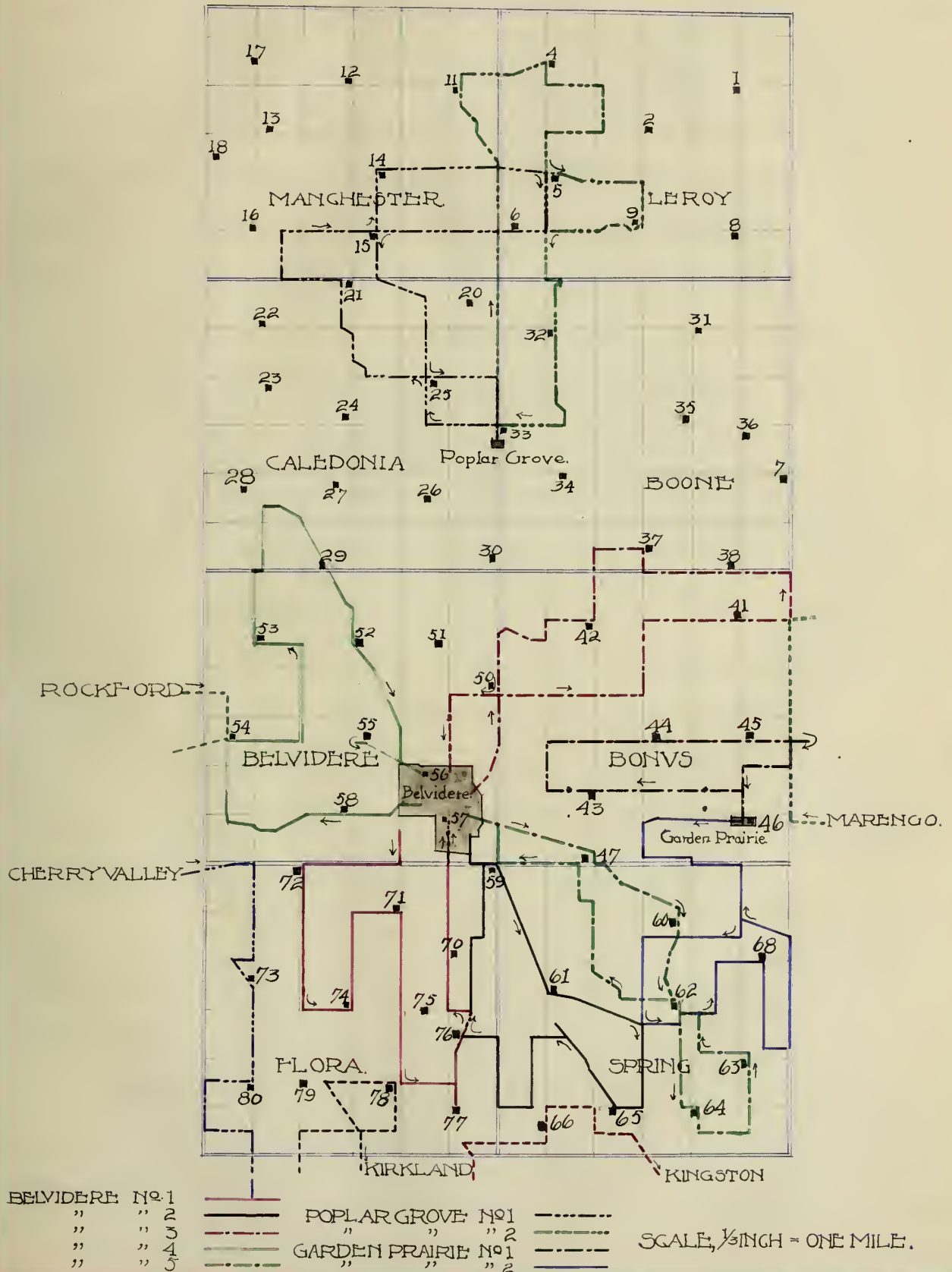
This work need not necessarily devolve upon the teacher. Two schools report having adopted the plan of allowing the children to elect one of their number for librarian, to take charge of the books and keep them in order for a stated time. Children appreciate any confidence placed in them, and are happy when rendering small services for the teacher or the school. The office of librarian may be awarded for meritorious work; or, the children may be assigned the work by turns, thus giving each a share in the responsibility.

CURRENT EVENTS.

With the establishment of rural free delivery, new opportunities are opened for the rural communities and for the country schools. The sense of isolation disappears, when every morning, the rural carrier leaves at the scattered homes along his route the daily news from the outside world. The same privilege could be used advantageously by the schools. The idea may be a new one, but it is, nevertheless, feasible, for schools reached by free mail delivery. The teacher could plan a short period each day, for talking over with the school, topics of current interest. Some reliable daily paper could be subscribed for, to be delivered at the school house by the mail carrier, the same as for a private family. By using it judiciously, a teacher would be able to teach the children what constitutes the value of a newspaper, the scope and purpose of the various departments, and the reliability of various reports. A daily paper would also furnish supplementary material for class work. Is there a despatch or special telegram from some distant country or city, about

SCHOOL MAP OF BOONE COUNTY ILLINOIS.

SHOWING RURAL DELIVERY ROUTES.



which the class in geography are studying? If combined in the recitation with the text-book work, the result will be to give a sense of reality to foreign people and places. Is there a famine in Finland or India? How is the grain which has been contributed by the farmers for the famine sufferers to reach them? What relation is there between the terrible floods along the lower Mississippi and the heavy rains in the North Central States which the day's paper reports? These, and many other similar questions, not only in geography but also in history are readily suggested. Items for original problems in arithmetic, and interesting material for language work are abundant in the columns of the daily paper. But how is this to be obtained, provided a teacher desires it? What will be the expense? Many publishers make special subscription offers to school teachers. To ascertain what the reduction is allowed by different representative dailies letters of inquiry were sent to 2 Chicago, 2 Rockford and 2 Belvidere dailies. The prices were quoted as follows:

*Chicago Tribune (Daily edition only)	1 yr. \$3.00	6 mo., \$1.50
*Chicago Record-Herald " "	1 yr. \$3.00	6 mo., \$1.50
Rockford Morning Star (Daily)	25¢ per month.	
Rockford Daily Register-Gazette.	Free.	
Belvidere Daily Republican	20¢ per month	
Belvidere Daily Northwestern(No reply)		

*Subscriptions at this rate must be for a term of not less than 6 months. Shorter terms must be paid for at regular subscription rates. Only teachers actively engaged in their profession are entitled to this special rate.

These special rates are indicative of the expense which a daily

newspaper would be to a school. The generous offer of A.S. Leckie, editor of the Rockford Daily Register-Gazette, to place the country schools reached by rural mail delivery on the free list, helps to show that the plan is practicable. In making the offer Mr. Leckie wrote: "The study of current events by the children of the county schools, appeals to me as an excellent idea. I should be glad to co-operate with you, at least to the extent of putting such schools as you mentioned on our free list."

By July, 1903, 47 country schools in Boone Co., will be reached by free mail routes. In each township the number of schools is as follows:

Township.	Total no. schools.	Reached by R. F. D.	Not Reached by R. F. D.	Township.	Total no. schools.	Reached by R. F. D.	Not reached by R. F. D.
Le Roy	7	4	3	Belvidere	8	7	1
Manchester	11	3	5	Bonus	6	6	
Caledonia	11	3	8	Flora	11	9	2
Boone	7	4	3	Spring	8	8	

For additional supplementary reading and to arouse an interest in a good class of magazine literature, a subscription to some attractive monthly publication for children, would be a valuable investment. St. Nicholas, for example, has a recognized literary merit, and would stimulate an interest in good reading. In adopting these supplementary library aids, discrimination should be exercised in using them, that they supplement, **not** supplant, the regular work.

In connection with these suggestions, provision for a school mail box should be considered. These vary as to price, but a good servicable article may be bought for one dollar.

SPECIAL DAY PROGRAMS.

A few aids for arranging programs for special days may be suggested. In addition to the educational papers, books of recitations and available magazine articles, the programs issued annually by the Superintendent of Public Instruction in some of the states, contain the most varied and appropriate selections and suggestions. In Illinois, special programs for Arbor Day and Memorial day are printed for distribution by the State Superintendent of Public Instruction, Springfield.

The Wisconsin State Superintendent, Madison, Wis., issues each year, a very attractive Arbor & Bird Day annual replete with choice selections and suggestions for observing those special days.

A Manual for Special Day Exercises by the Superintendent of Public Instruction, Des Moines, Iowa, includes programs for special days throughout the year. Washington's and Lincoln's birthdays, Bird Day, Flag Day, Memorial Day and Thanksgiving are all provided for. For each, two programs are furnished; the first for the higher , the second, for the lower grades.

In 1898, Michigan issued Suggestive Programs for Special Day Exercises for District Schools. In this number, programs were carried out for Lincoln Day, Washington and Lowell Day, Longfellow Day, Arbor Day, Memorial Day, July 4, Labor Day, Thanksgiving and

Christmas. It was published by the Department of Public Instruction, Lansing, Mich.

The U.S. Department of Agriculture, Washington, D.C. has a special publication entitled Arbor Day; its History and Observance, by N.H. Egleston. 80 p. 1896.

It abounds with valuable information and contains suggestions and programs for Arbor Day. Free from the Secretary of Agriculture, Washington, D.C.

PICTURES.

While the Perry pictures are used somewhat in the Boone County schools, many reproductions are now made by various firms which offers a wide range of subjects from which selections can be made.

The Art Study Pictures are published by the Art Study Co., 370-372 Wabash Ave., Chicago, Ill. The pictures are sold in portfolios, each containing 10 reproductions 5x7 inches on heavy paper 7 1/2 x 9 1/2 inches. Price 10 cents. Aside from two or three miscellaneous collections, each of the 51 numbers which has appeared, is given up to the works of one artist or subject. Usually a short sketch of an artist accompanies the reproductions of his paintings.

Special pictures for the study of trees are sold by the Audobon Publishing Co., 203 Michigan Ave., Chicago, Ill. The plates, 9 x 12 inches in size, show the tree, its bark and leaf. Price, 8 for 40 cents; or, 24 for \$1.00.

The Brown pictures made by George P. Brown & Co., Beverly, Mass. are very similar to the Perry pictures. They include reproductions

of famous paintings, portraits of noted personages and scenes of historical interest. Price, 1 cent each: 55 for 50 cents.

Cosmos pictures are made and sold by the Cosmos Pictures Co., 296 Broadway, N.Y. The subjects selected for reproductions includes the different schools of painting; sculpture, antique and modern, architecture, ancient, mediaeval and modern; pictured geography and history; noted people and their homes. The pictures are in two sizes; the large size, some 9 x 15 inches, and 10 x 13 inches cost 25 cents, for four, or \$1.00 for twenty. The standard size, 6 x 8 5/8 inches sell ten for 25 cents; or, fifty for \$1.00. Selected pictures are also arranged in series of ten pictures each in portfolio form. The price per series is 25 cents.

Houghton, Mifflin & Co., Boston, Mass., make a specialty of portraits of authors and pictures of their homes. They are sold only in sets of ten or more at 10 cents a set, additional pictures in the same package being 10 cents each. Size of pictures 7 1/2 x 4 3/4 in.

The Nature Study Publishing Co., 203 Michigan Ave., Chicago, Ill. issue as supplements to their magazine, Birds and all Nature, colored photographs of birds, animals, etc. at 3 cents each singly, or 2 cents each per 100.

The Neihle School-room Decorating Co., Schiller Bldg., Chicago, Ill. offer Sheridan prints for 1 cent each.

Prang Educational Co., 293 Michigan Ave., Chicago, sell very beautiful and expensive reproductions of famous works of art.

Excellent blue prints at 1 cent each may be secured from Earl

Thompson & Co., Syracuse, N.Y. and would add variety to the picture collection.

Horace K. Turner, Boston, Mass. has inaugurated a system of free traveling art exhibits and lectures by which schools are enabled to raise money for pictures for decorative purposes. In reply to a query as to whether the exhibits were available for rural schools, Mr. Turner writes "The traveling exhibits are hardly available for rural schools as there is not sufficient interest in one of the country schools to make them successful. The field, however, is a large one and probably next year we may introduce some other exhibits which can be used by rural schools!" If this plan is developed, more schools will be able to buy desirable pictures for decoration, by adopting Mr. Turner's propositions which may be learned in detail by writing to him.

For the study of pictures of several well known artists, Houghton, Mifflin & Co., Boston, Mass. publish the Riverside Art Series. Each volume is confined to one artist and contains a sketch of his life, a list of his works and a collection of reproductions of his best known paintings, with a chapter of interpretation for each picture. The volumes which have been published are, Raphael, Rembrandt, Michel Angelo, Millet, Reynolds, Murillo, Greek Sculpture, Titian, Landseer, Correggio, Tuscan Sculpture and Van Dyck, all edited by Estelle M. Hurl. Each volume, crown 8vo, 75 cents, net. School edition, linen, 50 cents, net; paper, 35 cents, net.

The Riverside Series will interest children and is written for them. A book which will appeal to the teacher more, perhaps, is published by the Prang Educational Co., Chicago, and is entitled "How to enjoy pictures" by M.S. Emery, with a special chapter on pictures in the school room by Stella Skinner. In the words of the author, the aim of the book is 'to help those who now find pleasure in studying pictures to find still more pleasure; to help those who care but little for pictures to see how much delight and inspiration maybe theirs for the taking; to suggest ways of studying photographs and other inexpensive prints.'

CONCLUSION.

As the educational interests in the County are centered in the County Superintendent, his office, naturally, should be the center of library extension. This is already true in Winnebago, but not in Boone County.

Although the work, up to the present time has been left to each district, independent either of the Superintendent, or of any other district, and funds for books have not been given from school appropriations, the Superintendent is in a position to direct and systematize the work.

The solution of the problem will be simplified, if popular sentiment continues to demand for Illinois, the centralization of the rural schools. If this is accomplished, the libraries of the schools which are centralized, can then be combined to form the working collection of the central school. It is true, that there would be a duplication

of books, but for school purposes this would be desirable.

As centralized schools are graded, each grade would receive all the books suitable for its use. Duplicated books, needed by more than one grade, would be distributed. By such a plan, Flora could have for a central school, the 380 books now found in 8 districts, and the library be accessible to all pupils in the township.

With such possibilities ahead, it is imperative that the foundations now being laid be planned wisely and systematically.

Tabulated reports of rural school libraries of Boone County.

The following table was compiled from reports of rural school libraries received from school teachers of the various districts, in reply to the following list of questions.

1. Has District No. 1 of Le Roy a school library?-----
2. When started -----No. of volumes----- Value -----
3. How secured, by gift or by purchase?-----
4. Method of raising money. (Explain briefly)-----
5. No. of yearly additions, if any -----
6. Any Dist. appropriations for new books?-----Amount-----
7. Have you a bookcase?-----Where purchased ----- Cost -----
Describe bookcase briefly -----
8. Do you allow books to circulate in the Dist., or only among the
pupils at school? -----
What record of circulation do you keep?-----
9. What regulations do you make as to pupils' use of books?-----
10. Is any record kept of books purchased, when, of whom, cost, etc.---
11. Tell briefly how you use the library in connection with your school
work. -----
12. No. of children of school age in district -----
13. No. of children of school age enrolled and attending school -----
14. Per cent. of foreigners ----- Nationality of foreigners -----
15. What use is made of the pictures in your work, either for school
room decoration or in class work -----
16. Do the children have use of traveling or other libraries in Dist.

The many blank spaces indicate the incompleteness of many of the reports. It is regretted that every rural school is not represented. Districts 31, 33, 46, 56, and 57 having graded schools, more than one teacher and larger collections of books, have been intentionally omitted. Districts 4, 8, 9, 16, 20, 25, 34, 7, 51, 60 and 68 have sent no reports.

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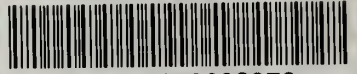
Township	Dist	Teacher	Library	Started	Novels	Cost	How secured	Regular addi-	Yearly	Dist appropri-	Book-	Cost	Records	Pupils	No. en-	% For-	Nationality
									tion	tion for books	case		Access-	in dist.	rolled	eigners	
LeRoy	1	Langrehr, Ethel	Yes		52		Purchase	None			Yes		No	Yes		27	
	2	Welch, Lucy M.	Yes	1896	20		.	None		Yes	No		No	No		21	5% German
	4																
	5	Stoelke, Alma	Yes		42		Purchase	None		None	No		No	Yes		28	50% Swede
	6	Walley, Jennie	Yes		41		Purchase	None		None	No		No	Yes		20	
	8																
	9																
	11	Tillotson, Sarah	Yes	1898	26		Purchase	None		Yes	Yes		No	Yes	13	11	100% Scandinavian
	12	Ashburn, Roselle	Yes	1893	41	\$15	Purchase	None		None	Yes	\$14	No	Yes	18	18	
Manchester	13	Manley, Amy F.	No														
	14	Jones, Ada	Yes	1899	53	\$25	Purchase			None	Yes	5	Yes	Yes	18	14	100% German, Norwegian
	15	Burkman, G.	No												22	15	55% German, Norwegian
	16														25	20	
	17	Scherrer, Josephine	Yes	1898	50	\$15	Purchase	None		None	Yes	3	No	Yes	30	24	33% German
	18	DeWitt, Bessie	Yes	1897	37	\$13	Purchase	None		None	Yes			Yes	19	19	
	20																
	21	Watts, J. G.	Yes		6	2	Purchase	None		None					16	15	
	22	Burkman, Lillian	Yes	1902	23	\$15	Purchase	None		None	Yes				14	14	
	23	Weston, Sara	No												12	12	33% Swedish
Galedonia	24	Burkman, John	Yes		25	\$15	Purchase			Yes	Yes		No	No	60	40	12% German
	25																
	26	McCarthy, Catherine	Yes	1900	34		Purchase	None		None	Yes	\$15	No	Yes	13	11	
	27	Martin, M. M.	Yes	1900	34		Purchase	None		None	Yes		No	No	13	13	16% German
	28	Vincent, Florence	No													9	70% German
	29	Lintner, Ida M.	Yes		18												
	30	Hammond, Iva	No														
	31	GAPRON													20	15	53% German
	32	Wincapaw, Katie	Yes		7		Purchase	None		None	No		No	No	14	10	
	33	POPLAR GROVE															
Boone	34	Haley, Abbie B.	Yes	1901	28	\$15	Purchase	None		None	No		No	Yes	40	32	100% Scandinavian
	35	McGee, Kate L.	Yes	1902	77		Purchase	None		None	Yes	\$7	No	Yes	24	24	
	36	McClusky, Bessie	No												21	18	
	37	Chamberlain, Maude	Yes	1902	33		Purchase	None		Yes	No		No	No		31	90% Scandinavian
	38																
	7																
	41	Hazlet, Ada	Yes	1899	8		Purchase			None	No		No	No	25	16	50% German
	42	Chapman, Grace	No												21	19	
Bonus	43	Doll, Emma M.	Yes		63		Purchase	None		None	Yes		No	Yes	22	17	
	44	Morse, Winnie	No												11	11	
	45	Edgcomb, Nellie	No								Yes				20	18	10% German
	46	GARDEN PRAIRIE															
	47	Gronk, Ruby	Yes	1897	34		Purchase	None		None	Yes		No	No	25	20	
	50	Newton, Belle	Yes	1894	35		Gift & purchase	None		None	No						
	51																
Belvidere	52	Curran, Katherine	Yes	1901	46		Purchase	None		None	Yes	\$3.50	No	Yes	20	14	30% German

Township	Dist	Teacher	Library	Started	No. vols.	Cost	How secured	Regular additions	Yearly additions	Dist. appropriation for books	Book-case	Cost	Records Accession	Circulation	Pupils indist.	No. enrolled	% For- eigners	Nationality
Belvidere	53	Marean, Blanche	Yes		7		Gift	None		None	Yes		No	No	17	16	2%	German
	54	Jaffray, Bessie	Yes		42													
	55	Marriett, Anna	Yes	1899	12	\$5	Purchase	None		None	No		No		21	20	20%	Swedish
	56	N. BELVIDERE																
	57	S. BELVIDERE																
Spring	58	Wing, Mattie	Yes		34		Purchase	None		None	Yes	\$2	No	Yes		10		
	59	Keeler, Emma C.	Yes	1897	66		Purchase	None		None	Yes	\$5	No	Yes	17	14	14%	Swedish
	60																	
	61	Kimmey, Maude	Yes		8		Purchase	None		None	Yes	\$5.50	No	No	19	17	2%	Swedish
	62	Beckington, Olive	Yes	1899	32		Purchase	None		None	Yes		No	Yes	43	29	48%	Swedish, German
	63	Wallace, Anna E.	Yes	1897	31		Gift & purchase	None		None	No		No	No		12		
	64	Waugh, Myrtle	No												25	12	75%	Swedish
	65	Waugh, R. W.	Yes	1898	16		Purchase	None		None	Yes		No	No	35	29		
	66	Gustafson, Esther	No												24	24		
	68																	
Flora	70	Cook, Lela M.	No												10	8		
	71	Marriett, Lulu R.	Yes	1897	14		Purchase	None		None	No		No	No	10	9		
	72	Kunze, Linnah	Yes	1898	37		Purchase	None		None	Yes	\$10	Yes	No	15	14	42%	Swedish
	73	Case, Esther	Yes	1900	92		Gift & purchase	Yes		None	Yes	\$6	No	Yes	29	29	50%	Swedish
	74	Richardson, Anne	Yes	1902	23		Purchase	None		None	Yes	\$11	No	No	15	13		
	75	Morgan, Ora	No					None		None	No				15	14		
	76	Waugh, Maude	No												11	11		
	77	Delavergne, Myra	Yes	1901	14		Purchase			None	No		No	Yes	16	14	68%	Swedish & German
	78	Oaks, Lulu B.	Yes	1898	60		Purchase	Yes		None	Yes	\$11	No	Yes	14	14	14	Swedish
	79	Haight, Leslie	Yes	1897	107	\$75	Gift & purchase			Yes	Yes	\$5.50	No	Yes	38	26		
	80	Hamill, Agnes	Yes	1898	33		Purchase			No	Yes	\$2	No	Yes	4	9		





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